



# LET'S TALK

Developing gender sensitive mental health program for young people

## Non-formal education programme



LET'S TALK

**BUILDING COMPETENCES OF YOUTH WORKERS  
FOR IMPLEMENTING GENDER SENSITIVE MENTAL  
HEALTH PROGRAMMES**



Co-funded by  
the European Union

PROJECT



**Let's Talk – Developing gender sensitive mental health program  
for young people** (Contract no. 2021-1-HR01-KA220-YOU-000028981)

Erasmus+ KA220-YOU-Cooperation partnerships in youth, 2021, Round 1

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HEALTH PROGRAMMES**

July, 2023



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## 1. GENERAL INFORMATION ABOUT THE PROGRAMME

### 1.1. PROGRAMME NAME:

***Let's Talk* — Building competences of youth workers for implementing gender sensitive mental health programmes.**

### 1.2. PROGRAMME DURATION (HOURS): **3 modules, total 30 hours**.

## 2. PROGRAMME GOAL

**Support mental health and well-being of young people through building capacities of youth workers to implement quality gender-sensitive mental health programmes.**

According to the *UN's Policy Brief: COVID-19 and the Need for Action on Mental Health* (2020) approximately **70% of mental health services for children and adolescents are disrupted**. The impacts of disrupted services are compounded by young people missing out on peer support and some of the biggest moments of their lives due to school closures, cancelled events or postponed exams. Emotional difficulties are also increased by family stress, social isolation, with some facing increased abuse, disrupted education and uncertainty about their futures, occurring at critical points in their emotional development. All this points to the alarming need to support all those working with young people to gain basic knowledge on mental health of young people, particularly to provide support to recognize when to provide support, call on for the expert support and support of families and other structures in communities.

According to the Final declaration of the 3rd European YW Convention (2020), youth work should develop to a stage where it can be a safety net for all young people in times of uncertainty. In the Declaration, **mental health promotion is seen as a crucial point in youth work**. Youth workers should be empowered to carry on projects promoting and maintaining the mental health of young people, particularly those facing intersectional and other vulnerabilities. According to the feedback from practice (youth workers) and academic and clinical experts, the **gender difference** is of particular interest as they described different self-destructive and destructive behaviour among girls and boys and difficulty to be of adequate support. Their statements are supported by existing research showing that during adolescence, girls have a much higher prevalence of depression and eating disorders, and engage more in suicidal ideation and suicide attempts than boys. On the other hand, boys experience more problems with anger, engage in high risk behaviours and commit suicide more frequently than girls. In general, adolescent girls are more prone to symptoms that are directed inwardly, while adolescent boys are more prone to act out.<sup>2</sup>

<sup>1</sup> The programme duration only includes the duration of specific modules and its content. It does not include necessary elements of each training: introductory sessions, getting-to-know-each-other exercises, group rules and expectations, evaluation sessions etc. When implementing this curriculum, the organiser should also include these sessions and add them to the duration of training.

<sup>2</sup> Gender and Mental Health, WHO, 2022



All these issues are much **more visible in the pandemic crisis**. Another important conclusion from the policy reports in most EU countries is that mental health services are mainly targeted at children and/or grown-ups, while rarely are they tailored to the specific needs of adolescents and young people.

Youth workers and experts working with youth have one of the crucial roles in supporting young people's mental health by being an adult of trust, who is professional, pedagogically educated, close to young people, in position to recognize their real needs, respond to them and facilitate young people's inclusion. **Youth work can support mental health** - it promotes a sense of belonging and builds a sense of purpose and meaning. But youth workers often lack skills in recognizing mental health issues at an early stage and thus providing adequate support. Youth workers experienced multiple obstacles during the pandemic – online classes and lockdowns left a narrow space to work with young people directly in their usual settings which are to some young people the only source of care and safety. The latest policy reports on EU level stress out that *"Social and emotional education, as a foundation of mental health, should be recognized as a core curricular area in education, and as one of the major constituents of quality education in Europe. It should accordingly be included as a distinct key area in the EU Framework of Key Competences for Lifelong Learning"*. As mental health is one of the major global problems because of the pandemic, it is essential that all stakeholders working with youth empower their competencies in this field.

This programme has been designed as part of the *Let's Talk: Developing gender sensitive mental health program for young people*, co-funded by the European Union and is free to use and adapt to the needs of target groups and training goals. However, when implementing the programme, we would ask you to please cite this project as its source.

### 3. PROGRAMME OBJECTIVE

**Strengthening capacities of youth workers to successfully implement gender-sensitive mental health programmes for young people, using non-formal education.**

### 4. GENERAL LEARNING OUTCOMES

- \* Understand the specifics and challenges of young people as a target group (especially young people in the period of adolescence), their vulnerability, intersectionality, identities, etc. and know how to respond to them.
- \* Work independently with young people and manage group and individual learning processes.
- \* Recognize opportunities and provide emotional support to young people.
- \* Understand different social aspects (upbringing, gender, socialisation etc.) and (close) interpersonal relationships that affect the mental health of young people.
- \* Support young people in acquiring resilience competencies needed for preservation of mental health.
- \* Know how to promote and destigmatize mental health and mental health services among young people/in the local community.



## 5. SPECIFIC LEARNING OUTCOMES

Nº: 1

MODULE: *Young people today*

- 
- KNOWLEDGE** By the end of this module the participant will be able to:
- define developmental stages of children/young people;
  - understand the concept of identity building;
  - understand the concept of gender, gender equality, gender identity;
  - understand the societal gender norms and stereotypes;
  - understand the impact of gender inequality and discrimination on young people's development (with special focus on mental health and social well-being);
  - understand what is important in communication with young people and the crucial multidimensional perspective of communication among young people in all its means, including potential risks, bias & bullying, gender-based violence;
  - know the relationships, types of relationships as well as identify the toxic ones;
  - understand youth perspective and experience and support young people in forming and maintaining relationships;
  - understand the process of socialisation of young people and how it affects their development;
  - understand the socio-political, economic, subcultural contexts of young people;
  - understand the role of adults as role models in youth development.
- SKILLS** By the end of this module the participants will be able to:
- recognize and utilise their role as a youth worker in supporting young people;
  - recognize which social and emotional skills of young people youth workers can help develop;
  - develop strategies for creating inclusive and equitable environments for all young people;
  - initiate activities that promote gender equality;
  - work with diverse groups of young people and understand the unique challenges they may face;
  - assess and analyse the needs of (specific groups of) young people.
- ATTITUDES AND BEHAVIOURS** By the end of this module the participants will:
- have a positive attitude and show interest in working with young people;
  - see young people holistically, as a resource, and not as a problem;
  - be open-minded and willing to challenge their own biases and assumptions about gender;
  - demonstrate empathy and understanding for the experiences of marginalised young people because of their gender;
  - demonstrate commitment to promote gender equality;
  - have a non-judgmental attitude, be supportive and empathetic towards young people and their choices;
  - promote the importance of communication;
  - be willing and open to listen to young people's needs and experiences;
  - demonstrate open-mindedness toward relationships;
  - adopt values of acceptance and understanding of young people;
  - be prepared to develop respect and reciprocity in a mutual relationship with young person;
  - be open for a trusting and confidential relationship with young person;
  - have a positive, participative and anti-oppressive approach to young people;
  - be ready to trust young people's capacity to direct their own learning and experience.





**KNOWLEDGE**

By the end of this module the participant will be able to:

- understand and explain the concept of mental health of young people;
- define the mental health of young people with the gender sensitive perspective;
- understand common differences between approach of the girls/boys/non-binary youth in dealing with their mental health issues;
- understand the influence of the society and gender roles in dealing with the mental health problems of young people;
- be familiar with the stereotypes, prejudice and stigmatisation regarding mental health problems and the influence they have on youth accessing/seeking mental health services;
- understand the role, potential and boundaries of youth workers in dealing with the mental health problems of young people (with special focus on promotion of mental health services and prevention of mental health issues);
- understand the difference between self-awareness, self-confidence and their influence on the positive self-image;
- understand the concept of motivation and resilience;
- understand the concepts of emotions and stress and how these manifest and affect youth mental health;
- understand and recognize the importance of strengthening social and emotional skills in prevention of mental health issues;
- understand different risk factors and causes of mental health issues of young people and how these manifest;
- understand how to support young people with mental health issues and disorders in cooperation with other mental health experts.ct interpersonal conflicts have on mental health of young people;

**SKILLS**

By the end of this module the participants will be able to:

- recognize general mental health problems of young people;
- utilise different approaches of addressing different mental health topics between boys/girls/non-binary young people;
- recognize common stereotypes of mental health problems of young people;
- normalise the topic of the mental health problems among young people;
- address crisis and conflict situations with young people and help them work on conflict management and transformation;
- encourage self-confidence and self-awareness of young people;
- recognize different interpersonal challenges young people face (that affect their mental health) and help them develop personal strategies for their management;
- support young people in identifying and expressing their emotions in a constructive manner;
- disseminate information on existing services and programmes where young people can seek support from mental health professionals;
- identify 'red flags', organise & refer young people to appropriate resources and services to support their needs.

**ATTITUDES**

By the end of this module the participants will:

**AND****BEHAVIOURS**

- show interest in the topic of the mental health of young people;
- be able to promote the importance of mental health of young people;
- demonstrate the desire to reduce prejudice and stigmatisation in dealing with mental health problems;
- have a positive attitude toward working with young people on the topic of mental health;
- be open to talk about mental health issues and disorders with young people, without prejudice, judgement and setting diagnosis;
- promote the rights of young people in mental health;
- acknowledge the experiences of others when it comes to mental health;
- be prepared to promote mental health hygiene and healthy lifestyle choices as protective factors of mental health;
- be open and motivated to cooperate with other mental health experts/professionals in providing support to young people with mental health issues.



- KNOWLEDGE** By the end of this module the participant will be able to:
- understand definitions of different types of education (formal, non-formal, informal) and their specific characteristics;
  - understand the difference between various types of methods and techniques used when working with young people (in individual and group setting);
  - understand the definition of youth work, types, values and principles of youth work and non-formal education;
  - understand active listening as well as empathy and emotional mirroring;
  - understand group processes, group development stages, roles, mechanisms and principles;
  - understand the learning cycle and different learning styles;
  - understand different elements of planning and implementing a youth mental health programme;
  - understand the relationship between a youth worker and young people, ethical and professional boundaries;
  - understand the importance of child and youth protection and safety in youth activities;
  - understand the importance of using different communication skills when working with young people;
  - understand different facilitation methods and in what situations to use them.
- SKILLS** By the end of this module the participants will be able to:
- use different appropriate non-formal education methods and techniques when working with young people (both individual and in groups);
  - apply youth work principles and values in practice;
  - reflect on their practice and improve it, using different participatory evaluation and reflection skills;
  - use different effective communication skills and active listening when working with young people;
  - use empathy and emotional mirroring in their practice;
  - enable individual and group reflection of young people;
  - address different difficult situations in groups, as well as manage 'difficult' participants;
  - identify dimensions and stages in group processes and development and adapt their facilitation to the group needs;
  - design, implement and evaluate a gender-sensitive youth mental health programme based on the needs of target group(s), that motivate and engage young people;
  - use different facilitation methods in order to support youth learning and development and engaging young people in discussions and activities related to gender equality and mental health;
  - adjust their approach and methods based on current youth mental health needs;
  - work with and on values through different (learning) approaches.
- ATTITUDES AND BEHAVIOURS** By the end of this module the participants will:
- demonstrate openness to reflect, question and grow their practice;
  - be ready to motivate and empower young people;
  - be motivated to foster active participation;
  - be prepared to respect ethical boundaries when working with (the group of) young people
  - be ready to support young people in dealing with crisis situations in a fair & constructive manner;
  - have the courage to improvise, experiment and recognise the importance of this;
  - generate trust & maintain confidentiality;
  - be honest, respectful and transparent;
  - be willing to address 'difficult' issues as a source of learning about and from others;
  - be ready to be challenged and take risks;
  - be ready to upskill and stay up-to-date with existing methods and related sources;
  - be open towards learning/unexpected learning (for oneself and others);
  - be motivated to involve young people in designing the programme, where possible;
  - be ready to support group learning processes;
  - be able to promote the non-formal education methodology in formal education.



## 6. TARGET GROUP

This programme curriculum is specifically designed for youth workers working in a school setting (teachers employed by schools with mandate to use non-formal education, youth workers employed by CSOs or other institutions implementing after-school workshops etc.), but it can be adapted to different target groups, and can contain either more basic content or more advanced, depending on the target group, their previous experience and competences. The organiser should do a careful needs analysis of their desired target group prior to implementation of the curriculum.

## 7. METHOD OF ORGANISATION, FORMS AND METHODS OF IMPLEMENTING THE PROGRAMME

Depending on the target group, the programme can be implemented partially or in its entirety – all three modules in continuity, or the organiser can select just some modules to be implemented, if their specific target groups already have certain competences (e.g. professional youth workers with experience are already actively using non-formal education in their work, but would benefit from participating in a training on mental health). The three modules can be implemented as three separate 3-day trainings or as one week-long training, depending on the organiser, their capacities, resources and aims. The programme duration (as outlined in this curriculum) only includes the duration of specific modules and its content. It does not include necessary elements of each training: introductory sessions, getting-to-know-each-other exercises, group rules and expectations, evaluation sessions etc. When implementing this curriculum, the organiser should also include these sessions and add them to the duration of training.

The programme content should be implemented using non-formal education methods and techniques and contain both theoretical content and practical, experiential exercises.

## 8. PLAN AND PROGRAMME OF YOUTH WORK NON-FORMAL EDUCATION COURSE

### 8.1. EDUCATION PLAN

| N°:          | MODULE   | HOURS |
|--------------|--|-------|
| 1            | Young people today   | 10    |
| 2            | Mental health of young people                              | 10    |
| 3            | Youth work and non-formal education methods and techniques | 10    |
| <i>Total</i> |  | 30    |



## 8.2 EDUCATION PROGRAMME

### 8.2.1. MODULE 1: *Young people today*

**MODULE OUTCOMES**

- Participants will get an understanding of who young people are, understand the socio-political, economic, subcultural contexts of young people, their needs, as well as their development and how it's affected by: identity, resilience, stigmatisation, relationships they form etc. Participants will also gain insight in their role in youth development.
- Participants will learn more about gender, how gender differences affect the mental health of young people, and how to strengthen gender equality for both young people and adults.

**MODULE CONTENT**

- **Theoretical content:** defining 'youth' and socio-political, economic and subcultural contexts, defining gender, gender diversity and gender equality, socialisation and adolescence, identity, relationships
- **Practical exercises:** identifying young people's needs and how to respond to them, role of youth workers and educators in youth development, identifying activities, strategies, initiatives to support young people.

**LEARNING AND TEACHING MATERIALS**

Let's Talk Project Consortium. (2023). *Let's Talk... about mental health: Handbook for Youth workers*.

Let's Talk Project Consortium. (2022). *Let's Talk: Policy analysis and recommendations on youth's mental health gender sensitive needs* - Transnational report.

Harrison, R., Wise, C. (2005). *Working with Young People*. The Open University.

UNICEF Office of Research - Innocenti (2017). *The Adolescent Brain: A second window of opportunity*. UNICEF Office of Research - Innocenti.

Healthline. *Ages and Stages: How to Monitor Child Development*.  
<https://www.healthline.com/health/childrens-health/stages-of-child-development>

Stryker, S. (2008). *Transgender History: The Roots of Today's Revolution*. Seal Press.

Gender Spectrum. *The Gender Spectrum: The Science of Gender Identity and Expression*.  
<https://genderspectrum.org/>

Teich, N. (2012). *Transgender 101: A Simple Guide to a Complex Issue*. Columbia University Press.

Council of Europe. (2013). *Gender Matters: A Manual on addressing gender-based violence affecting young people*. [http://www.eymb.coe.int/gendermatters/pdf/GenderMatters\\_EN\\_2013.pdf](http://www.eymb.coe.int/gendermatters/pdf/GenderMatters_EN_2013.pdf)

Cherry, K. (2022). *6 Types of Relationships and Their Effect on Your Life*.

World Health Organization (WHO). (2021). *Violence against Women*.  
<https://www.who.int/news-room/fact-sheets/detail/violence-against-women>

Youth.gov. *Characteristics of Healthy & Unhealthy Relationships*.  
<https://youth.gov/youth-topics/teen-dating-violence/characteristics>

European Institute for Gender Equality. *Gender Equality Index*.  
<https://eige.europa.eu/gender-equality-index/2022>

ILGA-Europe. Glossary.  
<https://www.ilga-europe.org/about-us/who-we-are/glossary/>

Trans Student Educational Resources. Gender Unicorn.  
<https://transstudent.org/gender/>



### 8.2.2. MODULE 2: *Mental health of young people*

#### MODULE OUTCOMES

- Participants will explore key concepts and definitions of the mental health of young people with the gender sensitive approach as well as relations between mental health problems and different risk factors that can affect mental health of young people, and learn how to recognize these risks and what to do with them (intervene or refer to appropriate mental health experts).
- Participants will learn how to support young people in expressing their emotions and identity, how to manage conflicts and how to encourage youth self esteem.

#### MODULE CONTENT

- **Theoretical content:** mental health definitions, mental health of young people from a gender sensitive perspective, emotions, conflict management, stress, self esteem, self awareness, theory of most common mental health problems young people have and how they manifest
- **Practical exercises:** youth work boundaries, identifying 'red flags', mapping of existing services and resources

#### LEARNING AND TEACHING MATERIALS

Let's Talk Project Consortium. (2023). *Let's Talk...about mental health: Handbook for Youth workers*.

Let's Talk Project Consortium. (2022). *Let's Talk: Policy analysis and recommendations on youth's mental health gender sensitive needs* - Transnational report.

Brannon, L. (2015). *Gender: Psychological Perspectives*. 6th edition. Psychology Press.

World Health Organization and the United Nations Children's Fund (UNICEF). (2021). *Helping Adolescents Thrive Toolkit: Strategies to promote and protect adolescent mental health and reduce self-harm and other risk behaviours*.

World Health Organization. (2020). *Guidelines on mental health promotive and preventive interventions for adolescents: helping adolescents thrive*.

UN Women Training Centre eLearning Campus. *Gender Equality Glossary*. Term: Gender blindness. <https://archive.unescwa.org/gender-blindness>

UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development. *Social Emotional Learning Skills Development SEL Training Curriculum*: <https://mgiep.unesco.org/sel-for-everyone>

Dweck, C. (2007). *Mindset: The New Psychology of Success*. Random House.

Munivrana, A., Morić, D., Pijaca Plavšić, E., Bajkuša, M., Rastović, M. and Kožić, V. (2021). *Workshop collection „Start the change!“ 40 working ideas with children and young people in the areas of diversity*. Forum for Freedom in Education.

Munivrana, A., Perak, J., Pavlović, V. (2021). *The Voice of Children – creating space and starting the change: manual for adults*. Forum for Freedom in Education.

Hamblin, E., Young, H. (2017). *Gender-sensitive approaches to addressing children and young people's emotional and mental health and well-being: Examples of promising practice*. National Children's Bureau. Gender-sensitive approaches to addressing children and young people's emotional and mental health and well-being: <https://www.ncb.org.uk/sites/default/files/uploads/files/NCB%2520-%2520Examples%2520of%2520gender-sensitive%2520practice%2520with%2520CYP%2520-%2520Aug%25202017.pdf>



### 8.2.3. MODULE 3: *Youth work and non-formal education methods and techniques*

|  |   |
|--|---|
| <b>MODULE OUTCOMES</b>                 | <ul style="list-style-type: none"> <li>Participants will gain a new set of skills and competences in working with young people (both in individual and group settings), using non-formal education tools and methods.</li> </ul>  |
| <b>MODULE CONTENT</b>                  | <ul style="list-style-type: none"> <li><b>Theoretical content:</b> Education types (formal, non-formal, informal), non-formal education methods and techniques, youth work basics (what is youth work, types, values, principles), ethics in youth work, group development, Kolb learning cycle, communication</li> <li><b>Practical exercises:</b> youth work approach to young people, youth worker's role in mental health programs, facilitation, active listening, programme development, implementation and participatory evaluation</li> </ul>   |
| <b>LEARNING AND TEACHING MATERIALS</b> | <p>Let's Talk Project Consortium. (2023). <i>Let's Talk...about mental health: Handbook for Youth workers</i></p> <p>Kožić Komar, V., Munivrana, A. (2022). „22 ideje za otpornost“ Zbirka nastavnih listića za razvoj emocionalne otpornosti i suočavanja s krizom. Ured UNICEF-a za Hrvatsku.</p> <p>Kožić Komar, V., Pijaca Plavšić, E. (2022). <i>BE-IN: Best Innovative Practices for an Inclusive and Emotional Education to face early school leaving in Europe – National research report of the state of art of inclusive pedagogical and methodological practice – Croatia</i>. Forum for Freedom in Education.</p> <p>Munivrana, A., Morić, D., Pijaca Plavšić, E., Bajkuša, M., Rastović, M. and Kožić, V. (2021). <i>Workshop collection „Start the change!“ 40 working ideas with children and young people in the areas of diversity</i>. Forum for Freedom in Education.</p> <p>Munivrana, A., Perak, J., Pavlović, V. (2021). <i>The Voice of Children – creating space and starting the change: manual for adults</i>. Forum for Freedom in Education.</p> <p>Eisenberg, N., Eggum, N. D., Di Giunta, L. (2010). <i>Empathy related responding: Associations with pro-social behavior, aggression, and intergroup relations</i>. <i>Social Issues and Policy Review</i>, 4(1), 143–180.</p> <p>Better Health Channel. <i>Teenagers and Communication</i>.<br/> <a href="https://www.betterhealth.vic.gov.au/health/healthyliving/teenagers-and-communication">https://www.betterhealth.vic.gov.au/health/healthyliving/teenagers-and-communication</a></p> <p>UNICEF. <i>11 tips for communicating with your teen</i>.<br/> <a href="https://www.unicef.org/parenting/child-care/11-tips-communicating-your-teen">https://www.unicef.org/parenting/child-care/11-tips-communicating-your-teen</a></p> <p>Livingstone, B. (2010). <i>How Do Our Young People Communicate Today: What is the Downside and What Can We Do About It? Part One</i><br/> <a href="https://www.mentalhelp.net/blogs/how-do-our-young-people-communicate-today-what-is-the-downside-and-what-can-we-do-about-it-part-one/">https://www.mentalhelp.net/blogs/how-do-our-young-people-communicate-today-what-is-the-downside-and-what-can-we-do-about-it-part-one/</a></p> <p>Harrison, R., Wise, C. (2005). <i>Working with Young People</i>. The Open University.</p> <p>Benson, J.F. (2001). <i>Working More Creatively with Groups</i>. Routledge.</p> <p>Prendiville, P. (1995). <i>Developing facilitation skills</i>. Combat Poverty Agency.</p> <p>Smith, M. (1980). <i>Creators not consumers</i>. Youth Clubs UK.</p> <p>Petković, S. (2022). <i>The Art of Ethics in Youth Work</i>. NAPOR – National association of Youth Workers.</p> <p>Sapin, K. (2012). <i>Essential skills for youth work practice</i>. SAGE Publications.</p> <p>Council of Europe Youth Work Portfolio. Council of Europe.</p> <p>Basarab, T., O'Donovan, J., (2020). <i>Youth Work Essentials</i>. Council of Europe and European Commission.</p> <p>Council of Europe. (2021). <i>T-kit 6: Training Essentials</i>. Council of Europe and European Commission.</p> |



## 9. CONDITIONS IN TERMS OF SPACE, EQUIPMENT AND FUNDS NECESSARY FOR THE IMPLEMENTATION OF THE PROGRAM

The room should meet the working educational requirements including:

- Prescribed health, hygiene, safety and security measures including COVID-19 measures
- The room should be empty with the possibility of placing a sufficient number of chairs in a circle, with a distance of 2 metres between each chair
- The room must be bright with adequate natural and artificial light, as well as with the possibility of frequent ventilation
- The room must provide access for people with disabilities, including the sanitary facilities
- The room must be equipped with a flip chart or writing board, a video projector and a laptop
- In addition to the above-mentioned equipment for teaching, the usual work material will be needed.

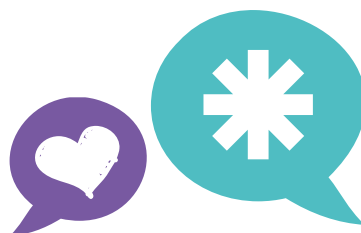
## 10. THE DOCUMENT OR THE CERTIFICATE ISSUED TO THE CANDIDATE AFTER MASTERING THE PROGRAMME

All participants should be issued a certificate upon completion of the programme. Participants should be required to attend at least 80% of the programme (for each module, not in total), in order to receive a certificate. The certificate should be issued by the organiser, containing logos of the organiser and implementing partners (if there are any) and donors. The certificate should contain the name of the participant, date and location of programme implementation and competences participant acquired through programme participation. The certificate should be accompanied by the signature of the organiser representative and the organisation's stamp.









## PARTNERS



*Coordinator*

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[www.fso.hr](http://www.fso.hr)



**KENTRO MERIMNAS OIKOGENEIAS  
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**Centre for youth work (CZOR)**

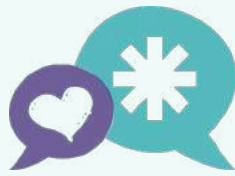
[www.czor.org](http://www.czor.org)



**Centre for Creative Development  
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# LETsTALK

Developing gender sensitive mental health program for young people



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